



High School Test in Writing

Released Items
Spring 2001

Scoring Guide for the High School Test in Writing

Readers use these rubrics (holistic scorepoint descriptions) as guides when they score your writing.

Session 1

- 4 The written response demonstrates the ability to reflect critically on one's own writing. Ideas are supported by specific examples or details from the portfolio pieces. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be minor surface feature errors.
- 3 The written response demonstrates the ability to reflect on one's own writing. Ideas are somewhat supported by examples or details from the portfolio pieces. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.
- 2 The written response demonstrates some ability to reflect on one's own writing. Ideas are presented as generalizations about writing or simple summaries of portfolio pieces. The voice and tone may be inappropriate or uneven. Limited control of surface features may make the writing awkward to read.
- 1 The written response demonstrates the attempt to reflect on one's own writing. Ideas are supported by few, if any, details and examples. There is little discernible shape or direction. There is little control over voice and tone. Limited control of surface features may make the writing difficult to read.

Session 2

- 4 The writing is engaging, original, clear, and focused. Ideas and content are richly developed and supported by details and examples where appropriate. Control of organization and transitions move the reader easily through the text. The voice and tone are authentic and compelling. Control of language and skillful use of writing conventions contribute to the effect of the presentation.
- 3 The writing is generally clear, focused, and well-developed. Examples and details support ideas and content where appropriate. The presentation is generally coherent, and its organizational structure is functional. The voice, tone, diction, and sentence structure support meaning. Use of writing conventions is not distracting.
- 2 The writing has some focus and support. Ideas and content may be developed with limited details and examples. The presentation shows some evidence of structure, but it may be artificial or only partially successful. The tone may be inappropriate or the voice uneven. Sentence structure and diction are generally correct but rudimentary. Limited control of writing conventions may interfere with meaning some of the time.
- 1 The writing has little focus and development. Ideas and content are supported by few, if any, details and examples. There is little discernible shape or direction. The writing demonstrates no control over voice and tone. Faulty sentence structure and limited vocabulary interfere with understanding. Limited control of writing conventions (such as spelling, grammar/usage, capitalization, punctuation, and/or indentation) makes the writing difficult to read.

Condition codes for unratable papers—Sessions 1 and 2

A off task

B illegible

C written in a language other than English

D blank/refused to respond

SESSION 1

REPORTING AND REFLECTING

DIRECTIONS:

You will have 35 minutes in which to write a response to the writing topic below and to transfer your response to your answer booklet. You may use the following page for notes, freewriting, outlining, or clustering, but any writing you want scored for Session 1 must start on page 3 of your answer booklet. Nothing in this test booklet will be scored. You must use only a black or blue ink pen to write your final response. Do not use correction fluid (White Out). If you need to make a correction, cross out the error and write the correction above or next to it.

You have received a separate sheet called the Scoring Guide for the High School Test in Writing. You may want to review it prior to writing your response.

You may use a dictionary, thesaurus, spelling book, and/or grammar book at any time. Wristwatch alarms may NOT be used during the test.

WRITING TOPIC:

Look over the two portfolio pieces of writing that you have in front of you.

What have you learned about writing that you see reflected in your two papers? You must use specific details from your writing to clearly illustrate and support the points you make.

Your audience will be interested adult readers who **DO NOT** have your two portfolio pieces of writing.

1-a) Student Response 1

In my first paper, I wrote about the Denver shootings. I learned that is a lot easier to explain something so tragic in writing. I wrote my feelings on the subject, for example, it was very sad to hear about and that if it happened to me or some of my classmates in my school, I would be very upset. I wrote about how people need to somewhat expect this kind of thing because it can happen anywhere and also, this isn't the first time something like this happened. It could be prevented, but people need to get motivated to help with these kinds of things. Parents should talk to their children. I ~~know~~ know I would never walk into my school with guns and bombs.

and kill my fellow students. The two boys that did obviously had some major problems and what kind of parent would not be able to see that. I think these boys were very disturbed and the more I write about it, the aggravated I get. To kill someone just because they are black, or a minority, or a sports person is so unbelievably ignorant. And they must not have been thinking too highly of themselves because after they killed about 20 kids, they killed themselves. And the thing that scares me is that this school was not expecting this kind of thing a week before it happened and I don't expect it could happen here, so you just never know.

In my second paper I wrote about if I had to leave home. When I wrote this paper I wrote about the positives and negatives. While writing this paper I realized that it would be a very good idea to stay home until I finish school and get on my feet.

Some of the positive things about leaving home would be I could do what I want. If I lived on my own, I wouldn't have to answer to anyone. I could leave when I wanted, go where I wanted, and come back when I wanted. The only rules I would have would be the ones I set. I could party all day long and drop out of school.

When I wrote about the negative things, I came up with a lot. For example, if I stayed up all night I wouldn't be able to get

up and go to school. If I didn't go I would have to drop out and then I wouldn't have a diploma. If I didn't have a diploma, I would have to work at fast food the rest of my life.

Then I wrote about the good things about staying home. I would have to follow rules, but I would get an education, have the opportunity to go to college. Get my licence and actually have a life by the time I'm 18.

Score Point: 1

Although there are many text references from the writing samples, the student fails to adequately address the task of recounting what he/she learned about writing from the portfolio pieces. Repeated declarations of the writer's intent (I wrote about) emphasize that the focus is off task—*retelling* rather than *reflecting*.

1-b) Student Response 2

I feel that I have heard more about writing since I wrote these papers. At first it was hard to express my feelings on paper, but when I learned that writing plays one of the biggest roles in movie making (which I'd like to do someday) I thought I'd give it a try. I practice by writing short stories that I hope to some day make movies out of. I usually have my mom's boyfriend look at them because he is an English teacher and he too writes short stories. Writing is kind of hard if you don't like what you're writing. You just have to let it flow if you try to push it out it usually ends up pretty dumb, and doesn't feel right when you read it. I like to write when I can use my imagination and there are no limits on what I can write about.

Score Point: 1

This response represents a vague attempt at critical reflection. The student lists just three points about writing in general, not linked to a specific piece.

1-c) Student Response 3

In my one paper I see a lot of information about the earth in the past, present and how it might be in the future. I've learned a lot about how scientists have found out about how life was and how it's changed through rocks that have been preserved. I've also learned a lot about how people tried to figure out about how the earth was made. How the rivers came and how the salt got in the oceans. I've learned about how the animals lived long ago by fossils and the teeth, bones and their shells. I know that there has been as many as 500 million species of plants and animals since 3500 million years ago. And the most interesting thing I've learned in this paper I wrote is the part where they say how the future is going to be. They say humans might have flatter faces and larger brains in the future to come.

Also we could be taller, they also suggested that we'll have bigger bottoms and our legs will disappear. Only because of all the sitting down. They predicted there could be another ice age and the land would freeze and the sun would die out. Scientists talk about the joining of countrys over 50 million years.

Score Point: 1

This response does not address what the student learned about writing from his/her paper, but rather what the student learned about the topic of the essay. This only underscores the writer's lack of understanding of the critical task at hand.

1-d) Student Response 4

Well in my two writings I leant that I need to put in introduction paragraphs. I also can see that I need to space my words better and use prope punctuation. Some of my sentinces dont make sense ethier. I also need to put in better paragraphs and ending paragraphs. There are a few good things that I can see about my two writings I spelt all of my words right and I gave them a title that fits the story. Some of my gramer in my writings are good to. That's all I can pick out from my two writings.

Score Point: 2

This minimal response mixes assertions regarding surface features of the student's writing (proper punctuation) with more important points regarding what the student learned about writing (I need to put in introduction paragraphs, some of my sentences don't make sense). Though lacking in support and detail, these generalizations about writing are sufficient to achieve a low 2.

1-e) Student Response 5

The thing I have learned the most about in writing a paper, and is reflected in my two pieces of writing is to support your opinion or use examples.

Whenever I write a paper for a class the teachers always strongly suggest that you use examples from the text to support your opinion. I have learned over the years that I have been writing for all my English classes that examples are the most important. If you state your opinion about something you have to have an example to back up what you said.

In the paper I wrote on Ernest Hemmingway's "The Old Man and The Sea," I had to use many examples from the text because you had to answer a certain question about the book. The question about the book was "How does the Old Man and The Sea exemplify Hemmingway's a 'code hero'?" To answer that question I had to use many examples to prove why this book exemplified the "code hero." One example that I used was, "When Santiago goes to sea he hooks a fish larger than his skiff, more than a match for his elderly self" later on in my

Paragraph 1 state that "through his struggles with the fish Santiago follows the ways of a true code hero. Later in the text I tell how when the fish was being attacked by sharks, Santiago used a harpoon on them and ~~the fish~~ it broke. I show why he would be considered a code hero by that because instead of giving up, like most people would, Santiago makes a whole new harpoon and continues with his mission.

In my next paper, which was wrote for the high school newspaper, I had to write a Feature Story on a pep-rally we had for the last basketball game. I had to tell what went on at the pep rally. This paper was mainly wrote for the purpose of trying to keep pep-rallies. The school has been trying to limit our number pep-rallies because they say they interfere too much with the education and focus of the students. So this was more of a persuasive paper than just a report. To try to ~~convince~~ convince the school that we need to keep these pep-rallies, I had to use examples from the event to show how much fun these are and how we need to keep them going.

IF we want the students to stay interested in scholastic events. I mentioned throughout my paper what we did at pep-rallies like all the games we play, and how we introduced all the sports teams, which is good for the students and the players both. I had to show examples about how when we have pep-rallies for one event that one event brings in more money for the school, because the students are aware of it's game date.

Throughout these two papers that I brought with me today and alot more that I didn't bring, I have used examples to support my opinion. I have learned from these papers about using examples and I will learn from papers in the future how to use examples. I believe I will become better through my next papers at supporting my opinions.

Score Point: 2

This student demonstrates some ability to reflect by stating one point he/she learned about writing (support your opinion by using examples). There is an attempt made to support this point by a *retelling* of the student's portfolio pieces and some very weak analysis.

1-f) Student Response 6

My writing isn't at high school level, when I have to write a certian amount of words, or when the the topic is chosen for me. In my Juilius Caesar essay I used a lot of small words like a, or, and, it, & too, so that I could meet the required amount of words. My writing is poor if I don't have enough time to write a paper, for instance in my paper on "my summer vacation," I should have used less information (copying from the book) from the book of William Shakespeare's "Juilius Caesar". My topic in each paragraph didn't stick, it seemed to drift off to another person or topic which makes the paper to be at around an eighth grade level, and only some what good.

In my paper about my summer vacation, I should have kept each paragraph on one topic and made more paragraphs. I should have given more info.

To be blunt with you, I think that writing is very poor, and I should write more. But I hate to write and thats part of my reason for my poor writing.

Score Point: 2

Although the student addresses both portfolio pieces, support for the points made is very weak. The response is somewhat unclear, and is not developed enough for a higher score.

1-g) Student Response 7

From writing these two papers I learned many things. The first thing I learned was about difficulty. It was very easy to write my first paper (which was an essay on my Christian life) compared to the second paper, which was a biography of William Shakespeare. The reason I found it easier to write about me, is because I am an expert on the subject. Biographies are hard to write (for me anyways) because I must find information about someone else who I have never met before.

The second thing I learned was how to add depth to the paper. It was tempting to fill the paper about myself with tiny details that had nothing to do with the subject. I learned that this was a bad idea and learned how to make the paper more interesting. In the biography I was forced to write many details about William Shakespeare which in my opinion made it a very boring paper.

Score Point: 2

This student has included all the elements needed for a successful response: points of criticism with some text references and analysis. Further developed examples from the student's portfolio pieces would be necessary for a higher score.

1-h) Student Response 8

I have learned a lot about writing. I learned many strategies and tactics to help me with my writing that enable me to fully and thoroughly express my ideas.

I learned how to further refine my thesis statements by prewriting and taking notes. The writing, I noticed, ~~it~~ turned out to be more clear as I learned these valuable writing skills. For example, in an essay I wrote on why the U.S. constitution is still a well respected document, I submitted: "It is written very well and is able to change with the changing times".

Another strategy I learned was the use of an extensive vocabulary ~~and input~~ to help me enrich my writing. I learned that when I input more adjectives ~~and~~ into my writing, my pieces seem to come out more meaningful. In a writing piece I wrote on my nephew and why he is so ~~popular~~, unforgettable, my use of detail was impeccable. ~~For~~ For example, I wrote: "He always has a smile on his chubby face. He's short and

struts around the house at his own leisure. His voice is surprisingly rough for a two year old."

When you write with detail and refine your work, the writing piece will develop into a well understood, meaningful, satisfying document. It will help others to see the subject through your perspective, which is what every writer wants.

Score Point: 3

This student connects points of criticism with some general analyses and specific examples. However, the example and analysis only somewhat support the point made concerning the refinement of his/her statement. This response has a sense of organization and demonstrates an ability to reflect.

1-i) Student Response 9

When I look at my writing samples I see that I have learned the proper structure of a paper. I've learned that there needs to be an introduction, conclusion, and thesis statement. For example at the start of my ~~existing~~^{writing} peices I would start off with something to catch the readers attention. In the paper I wrote about Anne Rice I started with "These catastrophes, if they do not destroy the child of Satan will only increase his powers when he is healed" -The Vampire Lastat.

Also a thesis sentence which expresses one point is needed to inhance a good paper. An example of this would be, "Anne Rice has shown a great deal of talent and grace in the face of adversity. This is why I consider her a hero. Transions are helpful as well when changing subjects.

In addition a good conclusion can really help to carry a point across. It can be used to sum up what has already been said. It can have the ability to leave the reader with a lasting impression.

In conlusion when all of these elements are put together, they combine to form a good paper. One which illustrates a point or voices the writer opinion.

Score Point: 3

This response offers points of criticism supported by specific examples from the text or with weak analysis. More development would be needed for a higher score.

1-j) Student Response 10

I have learned many things about writing. The first being that you should always start an essay out with a grabber sentence to get the attention of a reader. This is the grabber from my portfolio piece "On the Road to the Future".

"The last millennium the world evolved from walking, to horse drawn carriages, and then to gas powered automobiles.

Now, the new wave of the future is upon us and, it is one of the best things that we can do to help our struggling environment."

The next thing that I have learned about writing is to state a clear thesis in your introductory paragraph. This is my thesis statement from my portfolio piece "Banning of Firearms in America."

"The banning of firearms in America would take away freedom guaranteed to the people in the second amendment."

Another thing that I learned about writing is that you must connect the paragraphs with transitional and reverse hooks. This transitional hook is from my portfolio piece "The Banning of Firearms in America."

"Methods that happen before possession could be very helpful."

The transitional hook must then be followed by a reverse hook. This is the reverse hook to

transitional hook that I just used.

"If we can monitor guns before they get into stores to be sold then more gun control methods could be more effective."

The last thing that I have learned about writing is that you must restate your thesis when you are writing your closing paragraph.

This is the restated thesis from my thesis that I stated on the previous page.

"Our constitutional rights guarantee us the right to bear arms and that must not be taken away."

Score Point: 3

The student offers points of criticism supported by specific examples from both portfolio pieces in this response. No critical reflection explains their significance, however.

1-k) Student Response 11

Over the years, I have learned many things about writing. I have learned that one of the most effective ways to grab a readers attention early in the paper is through the introduction. In my portfolio pieces of writing I wrote about the development of flight and "The murders in the Rue Morgue" by Edgar Allan Poe. In these pieces I try to capture the readers attention early by using an interesting introduction. The following is the introduction I used on my paper about the history of flight.

It was the seventeenth of December, 1903 and little did the world know, their lives were about to be changed drastically. On that fateful day in 1903 the Wright brothers, Orville and Wilbur, of Dayton Ohio had just completed the first flight of an aircraft heavier than air. Many had tried to accomplish this feat but failed, and this single event would have a world changing effect.

Ending the introduction with a statement such as the event would have an effect that would change the world keeps the reader wanting to continue to find what those changes were.

Another technique I have learned about in writing is that when possible you should always refer to the text you are writing about. In "The Murders in the Rue Morgue" I began the paper by telling what a good detective the main character Dupin was. I then

go on to say

One Piece of evidence that Dupin catches that the police had overlooked was the amount of strength that the attacker would possess to inflict the type of wounds suffered by the victim with a mere razor blade. To decapitate someone with only a shaving utensil the attacker would have to possess more than human strength.

Here I referred to the text of the story citing examples of evidence that Dupin noticed that others did not. It is also possible to get into more detail listing page numbers of where the examples can be found. I did not do this in this particular paper but can also be considered when referring to the text you are writing about.

These are just two examples of writing techniques and procedures I have learned. A good introduction and reference to the text are essential to creating a good paper with accurate information. At the same time you will also keep the reader entertained.

Score Point: 3

This strong 3 response offers two points of criticism the student learned from his/her portfolio pieces. These are supported by specific examples from the text and some significant analysis in an organized response.

1-I) Student Response 12

My two pieces of writing are very different, one being an article review and the other being an ^{essay} report on The Adventures of Huckleberry Finn, but I see similarities in both writings. In both pieces I see the different things I've learned about writing and how they have been put to use.

In the article review I was told to write a summary of the article I ~~read~~ read. I was always taught that a summary should be short, but not omit any important information from what you read. & This is reflected in my writing by the way I included the height and weight of the robot that the article was written on. I also included details on how the robot worked, how much it cost and how many robots were in use today. I feel that this improved the summary by giving the reader information on the topic.

I was also taught that even if it is a summary or something short it shouldn't be ~~too~~ boring. You want to keep the reader interested so that they will actually want to finish reading what you wrote. I feel that this was reflected in my writing by the way I worded the first line. Instead of starting out by simply listing facts I wrote "Imagine having a mailman who has never missed a day of work, never forgotten to pick up outgoing mail and never uttered a word in complaint." By starting like this I think I caught the reader's attention and made them want to finish reading the summary.

In my essay the different things I learned about writing,

were used in a different way. I still tried to keep the reader interested but I had a lot more information to include. I couldn't list facts.

One of the most important things I've learned about writing essays is that you have to make transition between paragraphs. I did this by starting paragraphs with words like "another" or "also" or "the last" so that it was clear that I was going on to another thought but they were both related.

I've also learned that opening and closing paragraphs are important, as well as using quotes from the book if possible. I included all of these in my writing.

In both of these papers I tried my best to include all I've learned about writing. I used different techniques in both papers which I think reflected what I've learned very well.

Score Point: 4

This response offers clear points of criticism with supporting text reference or examples, and some good analyses as to why these points are important. There is a clear sense of organization here. This student demonstrates the ability to reflect critically.

1-m) Student Response 13

The two pieces of writing that I will reflect upon are "Fog", and "Growing Pains". These two pieces greatly demonstrate what I have learned about the writing process. In the three years that I have been attending high school, my ability to write has drastically improved. I have learned that using vivid language and specific details are just as important as using proper grammar and strong sentence structures.

First of all, using vivid language creates a more interesting image for your paper. In the writing piece titled "Growing Pains" I analyzed how depression affects adolescents. An example from this piece using vivid language would be; Depression goes as far back as the Old Testament being referred to as "afflictions of the mind." In the writing sample titled "Fog" I used many words to set off the vivid language. Examples of these vivid language words are radiation, steaming, evaporate, deteriorate, visibility, and dense. Along with vivid language, specific details are a positive contributor to a healthy paper.

Specific details will give readers a sense of factual views on your paper. When writing "Growing Pains", I used the different types of depression as specific details. By listing the main types of depression,

as well as their causes and treatments, & I gave the reader enough detail to keep them wanting to continue. In my sample about "Fog" I listed the five different types as well as when they occur to demonstrate specific detail. Despite that fact that these two factors are greatly needed, the most important thing that I have learned is to narrow down your topics.

When narrowing my topics I use a four step process. First I pick the topic. Secondly, & I write down four words relating to the chosen topic. I then do process of elimination, ^{which} ~~and~~ leaves it to two of the four words. Finally I use these two words to write a vivid, well supported paper.

Score Point: 4

Points of criticism (vivid language, specific details) are supported with appropriate specific text and strong analyses of their significance. There is a strong sense of organization that moves the reader through the text.

1-n) Student Response 14

As students writing is one way in which we may truly express ourselves. Whether it be in a poem or a research paper, what and how we write reflects the person we are. Throughout years of schooling we have acquired the means by which we can enhance this process. The two pieces I have selected today cover a vast distance as far as style goes. In my "Spanish Portfolio" there is example of my own reflection on the information traslated. Within my Character Analysis of the story, The Quite Man, is an example of gathering content and trying to show the Authors intent. In both I take years of writing knowledge and concentrate them to create a literary work.

I have learned that one of the most important aspects of literature is word choice. Whether being used in reflective paragraphs or Character Analysis, an extensive vocabulary can help depict a piece to the fullest extent. For example in my Character Analysis rather than use simple words such as "nerve" and "old", I chose "audacity" and "patriarchal" believing they would show my intent in a superb way. In my "Spanish Portfolio", although the writing is of short paragraph nature, word choice of a superior kind is needed to show the importance of an event. When talking about the closing of companies in the U.S. the term "down-sizing"

helps to better show ~~the~~ my meaning, than "closing" or "cutting" could. My selection of words in just one way I have of showing my freedom in writing. Word choices would mean nothing, if the words are not put into good order.

Organization, it is needed in all aspects of life, but also in writing. I have learned that whether you are writing 2 sentences or 20 it is the order that counts. While using my Postfolio writing, I found that though they are short, with the right organization they can sound great. For example in my article from December 7th I write: "This is a momentous occasion for space exploration because an actual functioning space station will offer numerous possibilities for research and the exploration of space." By organizing the sentences in this fashion, I can reflect my point without confusing the writer. Along with organization comes the art of transitioning. Transitions take us through the phases of a literary work and help to hold interest. In my Character Analysis my transition from my first to second paragraph is key in explaining how the writing will progress. The first ends with "These are his emotions, feelings, and thoughts." The 2nd starts "Machiavelli's emotions may seem to take far away from the humorous realm!" By tying "emotions" in with both paragraphs it

gives direction to my writing, which is all part of the organization process.

~~whether~~ I have learned that no matter what I am writing, the essential skills I use form my piece. Things like organization and word choice help to add a bit of "me" to the writing. By having these skills I have made myself a far better writer than I was four years ago.

Score Point: 4

This response remains focused throughout. Significant points of criticism are supported with specific details from the text and good critical analyses. There is a strong organizational strategy employed in this piece.

SESSION 2

COMPOSING AND COMMUNICATING MEANING: EXTENDED WRITING TASK

DIRECTIONS:

You will have 85 minutes in which to write a response to the extended writing topic below and to transfer your response to your answer booklet. Organize your time in the manner that works best for you. Do not feel you need to fill every page of the answer booklet.

You may use pages 8 through 13 in this booklet for notes, freewriting, outlining, clustering, or writing your rough draft, but any writing you want scored for Session 2 must start on page 9 of your answer booklet. Nothing in this test booklet will be scored. You must use only a black or blue ink pen to write your final response. Do not use correction fluid (White Out). If you need to make a correction, cross out the error and write the correction above or next to it.

You may want to review the scorepoint descriptions for Session 2 of the Scoring Guide for the High School Test in Writing prior to writing your response. The final copy of this paper will be scored as polished writing, so you should give careful thought to revision (rethinking ideas) and polishing (editing and proofreading).

You may use a dictionary, thesaurus, spelling book, and/or grammar book at any time. Wristwatch alarms may NOT be used during the test.

EXTENDED WRITING TOPIC:

Some people believe we alone are responsible for our own behavior; some think there are circumstances that make others share responsibility in our behavior. **Write a paper in which you examine an issue of individual or shared responsibility.**

You might, for example, do **one** of the following:

examine a time when you recognized your responsibility to do
something you didn't want to do

OR

consider a time when one person was blamed for a mistake
when the responsibility should have been shared

OR

show how your responsibilities have changed as you've gotten older

OR

explain how each person is responsible for his/her own behavior

OR

consider a time when people were counting on you to be responsible

OR

take any of several other approaches to discussing this idea.

Your audience will be interested adult readers who may not have read your writing from Session 1.

2-a) Student Response 1

How did my responsibilities changed as I gotten older.

It changed fourmendlist when I got X in middle school and it double when I got in high school. I like some of the prachor but to much I is even hard for any fully grown aduilt. That is jst life. With responsibilities the world would not probalitie be her today. Even with responsibilities you still mit not want to take it when your in traboll. But soon or later times gowing to be hard and not easy. But that were responsibilities lie's in life. When you no you have to do something emportant you got to get it done or you jst mit get own the short end of the stick.

How is each person responsiblk fore their own behavior. After you pass that age were your parent talt you what you should now and the things you should do. That when you become an young man or young woman. Its what you get out off life and the thing you learn from your parents. But when you take responsibilities it makes you look good your parent look good your teachers look good.

It nothing you take lightly. Because it ~~a~~fact
any body that have any thing to do with you.
Even time's you don't want to do something
and don't want to but have to that an grate
challeng for any one. Because it sow what kind
of person you are and what you can do.

Score Point: 1

This response is hampered by a lack of support in the form of examples and details. The poor use of writing conventions makes it difficult to read. The response lacks clear direction.

2-b) Student Response 2

Behavior

Every body is responsible for their own behavior.

A persons behavior belongs to them which makes them responsible for it not some one else. That means if someone has a bad behavior then it is their responsibility to correct it. No one should be held accountable for someone else's bad behavior unless they were involved. Everyone makes mistakes but not every one corrects them. If you made a mistake with your behavior, admit it and correct it. No one should get in trouble because of your behavior.

No one likes to get in trouble especially due to some one's bad behavior. Every one should have a good behavior all the time. A person who is labeled a trouble maker ^{generally} ~~generally~~ have bad behavior most of the time. Every body is responsible for every aspect of ^{what} ~~their~~ their body and personality, which includes their ^{behavior} ~~personality~~.

That is why every body is responsible for their own behavior. If you have a problem with your behavior don't hold others accountable and correct it.

Score Point: 1

In this response, ideas concerning being responsible for one's bad behavior are given. The little development contained in the writing is overwhelmed by the repetition; however, there is some sense of organizational structure. Sentence structure and diction are generally correct.

2-c) Student Response 3

I BELIEVE THAT EVERYONE IS RESPONSIBLE FOR THEIR OWN ACTIONS, NO MATTER WHAT HAS HAPPENED. - IF THEY HAVE SHOT SOMEONE IT'S THEIR OWN DOING. NO ONE WAS STANDING THERE HOLDING THEIR HAND AND HELPING THEM SQUEEZE THE TRIGGER. IN THAT SITUATION I BELIEVE THAT THE PERSON SHOULD PAY THE PRICE.

IF IT WAS A DIFFERENT SITUATION AND SOMEONE WAS BEING TOLD TO DO SOMETHING THAT WAS AGAINST THEIR PERSONAL MORALS AND AGAINST THE LAW. IF THEIR LIFE WAS IN DANGER IF THEY DIDN'T DO WHAT SOMEONE WAS TELLING THEM TO DO, THEN I BELIEVE IT IS OK.

Score Point: 1

This brief response is focused on being responsible for one's actions under different circumstances. The response lacks development, and the point being made in the second paragraph needs clarification. The sentence structure and diction are generally correct.

2-d) Student Response 4

Responsibility is a strong word that can mean many things. You have responsibilities every day of your life, and you have ~~more~~ more every single day.

Your whole life is based upon responsibilities. Every day you have to face new responsibilities. When people are younger they don't have very many responsibilities, that's why they have parents to care for them. As the child grows they face problems, to do what is right, and to take care of themselves as they get older they learn things like, staying in school, starting a job, paying their bills, and still thinking about taking care of themselves. Then as they get more independent they must learn how to manage money so they may have nice things for the rest of their life. It is also a ~~big~~ major responsibility to care for those people who are ~~the~~ dear to you.

Score Point: 2

This response focuses on how responsibilities change as one grows older. Limited details are offered (staying in school, starting a job, paying their bills). The response is somewhat structured, but the lack of a conclusion weakens it. Sentence structure and word choice are rudimentary.

2-e) Student Response 5

As we grow in life we are continually confronted with new responsibilities. I believe that each person is responsible for their own behavior, but this behavior can be influenced by outside sources.

Have you ever had a friend who has changed their appearance from grungy to preppy in a matter of days? There are many factors that could have led to this change, but the one that most commonly occurs is the male trying to impress the female. In this case the choice to change their behavior was influenced by an outside factor. To be accepted the person felt they needed a new image, the female that influenced this change is in part responsible for this occurring but should not be held liable for it, because it was the individual who changed their look who was responsible for this ~~occuring~~^{taking} place.

When you make a decision to do something, or a decision not to do something it is you who must handle the consequences. If you choose to smoke or take drugs, it was you who put the cigarette in your mouth. No one forced you to do it, the choice and responsibility in the way that you behave is on your shoulders. Again there is the possibility of an outside influence that may have contributed to your choice, but in the end we all choose what we do and our behavior becomes our responsibility.

Score Point: 2

This response focuses on being responsible for your own decisions—although outside influence can play a role. The first example (appearance) offers some detail, but the second is poorly developed and very weakly connected to the first. There is evidence of structure and word choice is appropriate.

2-f) Student Response 6

Certain issues are to be taken as responsibility. Entirely, everyone has a choice of their actions and what reflects off of it, responsibility. Considerably, I act out of a temper, and blame it on my mother. I have learned that everyone has their own mind and choose their influence of action. Also, it is a realization that pupils and adults all count on each other to perform responsibility. You determine the course of your actions.

My mother influences my behavior constantly. Controlling people is her main objective. I despise it, yet I find myself modeling her actions. I find it easy to push her buttons. Mimicking her, without knowing, I blow up and can even rampages to her level. Throughout the years, I have accepted the fact that I am turning out to be what I loathe. Determined, I am taking responsibility for my actions. I catch myself and try to calm down, as I'm about to hit boiling point.

In addition, the boys in Colorado

committed the worst mistake. The town of Littleton will no longer be the same. They were able to control their actions but failed. Sure, they had problems, but everyone does. The hoodlums took on a whole new responsibility as they made the choice to go on a rampage. The excuse for their actions has yet to be found. Revenge can be a horrible thing. The responsibility they should have been taught, is that life isn't always peachy, but you have to deal with it. They had an obligation to all those people, not to hurt them, yet it happened. They had a duty to stand up for their rights, but do it peacefully. The lives of Littleton, CO will remain shuffled for many a years to come.

Occupations carry a great deal of reliability with them. Each individual has the option of showing up for work or not. Also, they have the decision of honestly working hard. Adults count on us to show responsibility. It is the test of life. Once someone loses that trust, they become reluctant to cross back onto the other side. My manager

trusts that I will represent the store well each time I show for work. My responsibility to her is very vital. She also holds the faith in me, that I give reliable customer service with gratitude and thanks to the customers. Each person on Earth determines their own fate. Your choices and actions are vital. God gave us a will, and there is a way. Without responsibility, the world would crumble like a cracker. It hurts to witness people like the boys in Littleton, CO, turn the course of so many lives. People need to realize that we are all in this together, and we need to bind together. That way we can work together to form a common ground. That is the responsibility we owe each other.

Score Point: 2

This lengthy response focuses on different examples of responsibility. The ideas are somewhat developed, but there is a lack of transitions between examples. Although there is some vivid word choice, the instances of inappropriate word choice cause confusion.

2-g) Student Response 7

When I was younger I didn't have responsibilities. All that I was supposed to do was feed the cat. Everything was a game back in those days, I just played until bed time and didn't have a care in the world.

Now as I've gotten older, I've been given alot more responsibility. Responsibility is not an easy thing to just take, responsibility means more hard work, more things to go around the house, and sometimes babysitting. watching children younger than yourself is not all that easy, but that's what having responsibility is all about.

When I get home from school I usually have some homework to do, but before I can even get to that my parents are already asking me why I haven't mowed the lawn, or folded towels, or vacuumed. But instead of complaining I should just go do what I was asked. That's what responsibility is.

As I've gotten older I still don't have all that many responsibilities. Being responsible is not just work, its also knowing when to take ~~an~~ charge and control a situation. It's being the one who organizes a party and follows through with what they tell you. Being responsible means alot of different things to alot of different people, but as I've gotten older gaining more responsibility has not been that bad at all.

Score Point: 2

This response has the focus, organization, and structure of a scorepoint 3 paper. More development of the content would be necessary for a higher score. The use of writing conventions is not distracting.

2-h) Student Response 8

"The older you are, the older you act"

Did you know that the first time a child takes on responsibility is when they learn to walk. They then have the responsibility to hold themselves up. Age plays a big factor in responsibility. There are many things someone must be responsible for. People start being responsible when they are very young.

Humans take on responsibility when they are in their years of adolescence. Children are responsible for staying close to their parents in public places. They can make their bed and sometimes clean their room. They can be responsible for even tying their own shoes sometimes. Responsibilities do get harder though as you get older.

In reaching your pre-teen years, responsibility can start to get a little rough. It is in these years that you must do chores daily. You also have pets to feed and maintain. And after all that you still must finish homework every night and get at least eight hours of sleep. Though these seem difficult, some of the toughest years to be responsible is from about 13 to about 19 years old.

Teenage years are some of the biggest things you will go through. There are many things to be responsible of in your teenage years. First, you will have school for six hours a day and have to do some homework and maintain decent grades. After that you can drive when you reach the age of sixteen and that is a

huge responsibility because not only are you responsible for your own life but for all other drivers and riders. Then when you get a job you have the responsibility of being there on time every day and doing your job efficiently. It is at this age that responsibility has reached its peak.

All the way from adolescence to the teenage years your responsibility grows and grows. Responsibility relies much on age. In your adolescent years you have little responsibilities like staying close, making your bed, and tying your shoes. Then you get to your pre-teen years and you have your homework, pets, and chores to deal with. Finally, you reach your teenage years and then before you know it you have school, driving, and work. As you grow, your responsibility grows with you.

Score Point: 3

This expository response focuses on the stages of responsibility from early childhood to the late teen years. The organizational structure has a logical progression and is controlled. The details used to support each stage of responsibility are clear and specific; however, there is a lack of transitions to help move the reader from detail to detail. Errors in writing conventions are not distracting and word choice is appropriate.

2-i) Student Response 9

I believe that we as individuals are responsible for our own actions/behavior. I would first like to state that when we are younger we learn a certain kind of behavior from the people around us (parents, relatives, siblings), but once we start Kindergarten, we are exposed to other's behavior.

By the time we're in middle school though, we have an understanding what is and isn't acceptable behavior. It is then, that we ought to be in control of our actions and whether or not we want to utilize proper behavior.

In high school, we are now young adults. We are preparing for college and becoming part of the real world, living on our own without our parents. Throughout high school we'll make a lot of our own decisions that we'll have to pay the consequences for, or will we?

I don't believe that kids are always held to being responsible for their behavior. For example, a woman got arrested and went to jail for a week because

her daughter skipped a lot of school. How is the daughter gonna be effected if she isn't punished? what makes the state / school think she's gonna continue to go to school if she's not held responsible for her behavior? I think the daughter should have went to jail, she would have definitely learned her lesson then.'

When we're on our own we have complete responsibility for our behavior. Our parents aren't there to take the blame for us anymore. That's why we need to suffer the consequences for ourselves, so we know what it's like and won't make the same mistake twice.

Another example of how we should be held responsible for our behavior, but aren't always is when we get pregnant. There are so many teen girls these days that are pregnant or have been pregnant. There are some girls that actually can support themselves and the baby. There is a greater percentage of teens that can't. Although the girls take responsibility of raising the baby most of the

fathers try to avoid raising it or paying for the baby.

Being able to love a baby is never enough to have one. Some teens think that because they have experience baby-sitting they are able to raise a baby of their own. That's not how it works at all. First of, all the food, toys, clothes, etc. are provided. Secondly, they are aloud to leave when the parents get home. If ~~they~~ have a baby of their own they have to buy all the clothes, toys, food, etc. and the parents will never come home because they are the parent. Taking care of a baby is a 24 hours a day, 7 days a week responsibility. And once again the parents are punished because they have to pay for the baby because the baby's mother can't afford it. Chances are after the baby is born, the mother will drop out of school, work at a low paying job because she didn't graduate. They basically ruin their life because they wanted/had a baby. Something that they could have

wanted to do later in their life.
I truly think that this world
should make us be more responsible
for our behavior when we're younger
instead of our parents. Yes, parents
are the one's who raised us, but
they don't always have control over
what we do.

Score Point: 3

This response is focused on the idea of one being held responsible for one's behavior. The example of teen pregnancy is adequately developed. The response is generally clear, but ambiguities concerning "parents" occur, and the conclusion is not linked to the rest of the response. The use of writing conventions is not distracting.

2-j) Student Response 10

People, as an individual, are responsible for their own behavior. Everyone has their own responsibilities and everyone ~~th~~ has the choice to do the right or the wrong thing. I am a strong believer of that.

To exemplify this, I would like to share something that has happened a lot throughout my teenage years. Getting into trouble with my friends. My family and I still have problems with this. One time my best friend and I were invited to go camping with a group of our guy friends and a couple of our other girlfriends. My best friend and I knew that our parents wouldn't allow us to do this. So, her idea was to tell her parents she was ~~the~~ staying the night at my house, and I would tell my parents that I was staying the night at her house. Then we would really go camping with our friends. We camped at a park. It was a lot of fun but the next morning our parents found out the truth. For some reason they had talked ~~to~~

each other and we were busted. My parents were furious. I took total blame for lying to them and going camping. I never once blamed my best friend. It may have been her idea but I had the choice to do the right thing. Since I didn't, I ~~was~~ took the blame willingly and faced the consequences. My parents also knew that I was responsible for my own behavior. They blamed me and nobody else. Had this situation happened to anyone else, I hope they are ready to be held responsible. It would show that it was their "individual responsibility" to do the right thing.

Now that I am getting older, although not much, and realizing that I have to be responsible some time, I am doing my best to do the right thing. I have been successful in doing so.

~~I understand that people~~

In conclusion, I understand that people may have an influence on what ^{you} ~~they~~ do or how ^{you} ~~they~~ do it. However, you are your own individual,

and whatever you do or don't do,
good or bad, the responsibility is yours
and only yours.

Score Point: 3

This response focuses on being responsible for your own behavior. The narrative portion offers supporting detail, but rich development is not present. The organizational structure is functional. Errors in writing conventions are not distracting, and there is some good word choice.

2-k) Student Response 11

Everyone has a time in their life when they have to grow up and be responsible. I remember the first time my parents gave me a chance to be responsible as an adult.

It all happened one weekend when my parents decided that they wanted to go out of town. My little sister E and I didn't want to go. After discussing the situation with my parents we came to the conclusion that I was old enough and could stay home if I wanted to. They told me, "You have to be responsible, watch the house and your little sister." I was very excited, not to mention happy that my parents gave me this responsibility. Before they left they said, "Be Careful and Be Good!"

"Could this actually be happening?" I said to myself. This is every teenagers dream to have their parents go away and leave them home alone. I thought to myself, "Should I invite some people over, get rid of my sister, have a party?" After considering my options I decided that I was going to do the right thing by not letting my parents down. They trusted me and expected me to be responsible. If I didn't behave I would never get this opportunity again.

I learned a great deal about responsibility as the weekend passed by. Responsibility wasn't only being good and watching the house. I was responsible for everything in between.

For example, when we ran out of milk or bread I had to go to the store to get it because that was my responsibility. If E or I were hungry during the day I had to make us something to eat.

Another way that I had to be responsible was when E was doing something wrong I had to tell her "No". It was my responsibility to watch her every move to make sure she was doing the right thing.

Finally at the end of the day I had to clean up what ever mess was made. From putting away the dishes to vacuuming I did it all. Then right before we went to sleep I would lock up the house, tell E "Good Night" and wait for my parents phone call.

I was very proud of myself by the end of that weekend. It was nice to be able to say that everything went smoothly. My parents were happy, I was happy and I was as responsible as anybody could get. Now when someone needs a responsible adult to help them they can come find me.

Score Point: 3

This response is clear and focused. The organizational structure helps control the flow of ideas. Voice is present, adding to the quality of the writing. Ideas are well developed but lack the rich development of a 4-point response.

2-1) Student Response 12

As we progress through the years of our lives, us as well as the world around change. Slowly at first and then faster and faster and we never realize it until its to late. We grow more mature, well, most of us anyways, and we learn responsibilities or they are thrown upon us in other ways.

When you're young, almost to the point of infancy, we are care-free. Our tiny world consists only of our parents and we rely totally on them. Our only responsibility is not to wake mom and dad up to early, or hit your brother, sister or the neighbors children, and you must always share.

Then you grow to be an elementary school student. You learn multiplication and the fact that the opposite sex has coones. Your responsibilities include walking to school, walking home, not getting into the cooke jar before dinner or feeding the cat too many treats. You make a friend or two at school, and you are either cool or not, but no matter what, you come home to your world of mummy and dad, where your only worry is having enough time to play with the kids down the street before dinner.

Now, some of the more serious responsibilities start. with.... JUNIOR HIGH! All of a sudden we are old enough to baby-sit, do chores, clean-

our own room and have a key to the house. You get, what seems like, endless homework, and really tough classes like science, home ec, and gym. We also get the choice of after school activities, which were the responsible things to join. You start to grow a little ways from your parents, you meet new people, and the most important thing, next to keeping your grade up in health, was being cool, or fitting in. Suddenly having a boyfriend doesn't mean ignoring them, but actually having a conversation and maybe, if you're lucky, getting kissed. The most important thing on your mind is your friends and going roller skating.

Then you start high school and learn that the years you just spent in junior high were cake walks compared to what you're about to go through now. School suddenly means you're future. The responsibility of being serious, and a good student are thrown upon you. At the same time the appeal of being popular is at its highest. You start dating people who can drive, then you learn to drive yourself. You become almost totally independent from your parents. Your curfew is pulled back... if your responsible enough. All the temptation in the world is right there in that one high school, and it's all a test -

to see if you're responsible enough to resist all of it. We start having to worry about college, being out on your own and taking care of, and supporting yourself... all by yourself. Pretty soon, after the applications are sent in, you're going to be at the point where we leave our home and leave and the responsibility of the world is on our shoulders.

Responsibility... It kind of sneaks up on us. It was always there, looming in the back round ready to strike at any moment, but we really never see it. Until it's too late. Some people welcome it and others run from it. We all wish at certain times that things could go back to the way it was when we were little, when we didn't have a care in the world. In the end, all we can do is try our best, live up to our own expectations, and hope that mom and dad did a good job.

Score Point: 4

This engaging expository response focuses on the stages of a young person's life. Control of organization leads the reader easily through the piece and the theme is well developed. Authentic voice is present. The errors in writing conventions are not distracting in this response.

2-m) Student Response 13

While growing up, I have run into a lot of situations where I have held responsibilities individually, as well as sharing the responsibility with someone else. One very important individual responsibility I feel should always be carried out is the responsibility of being honest.

Like many people, I've come across this responsibility many times, but everyday after school is when I must be sure I am completely honest. That is when honesty is my greatest responsibility, when I'm playing golf.

Golf is an individual sport, and often, it is very easy to cheat, or lie about your score. Sure, why not shave off a stroke here, a stroke there, no one will know! Well, maybe ~~no~~ no one will know, but the only person you are cheating is yourself.

Golf is not only a physical sport, it is more a mental sport. It has a lot to do with ethics, and ethics have a lot to do with individual responsibility, like being honest. Also, by not being honest in golf now, it

will hurt you more in the future. I am sorry to say I know this from personal experience. Last year was my freshman year, and the very first year I played golf. At first, it was very fun for me, and I enjoyed just going out and playing with a friend. But, then I made varsity, and had to play in meets with two other girls I didn't know. Our coach put a lot of pressure on the six varsity members to lower our scores. Golf was no longer fun and enjoyable. It was a task that seemed like no matter how well I did, it was not good enough for our coach. I felt compelled to lower my score, like my coach wanted. I didn't do it, though, by more practice to get better. No, I started cheating. I would shoot an 8 on a hole, and say I had a 7. It was just one or two strokes now and then, and usually, nobody noticed. If they asked me about a hole, I would just brush it off saying I got mixed up or something. My scores did get lower, but I was still at the same playing level.

The season ended, and although everyone else was proud of my scores, I was not. I felt like a cheating criminal. A cheating criminal that also hated golf. Earlier in the season I had planned on playing all summer, but that was when I liked it. I ended up playing once that summer, and hating it.

When golf season rolled around again this year, I strongly did not want to play. But, with persuasion from my mom and friend, I did. We had a new, nicer coach, and I felt this was my chance to end all that had happened last year. I would start over fresh, counting every single stroke, and every single penalty. That's where I am now. Not surprisingly, my scores have went up, but my pride hasn't gone down. It feels so good to really improve from one meet to the next. Actual improvement that I made happen with hard work, not cheating. Plus, I'm still on varsity. I don't play the top position, but my coach sees that I'm a hard and willing worker, and he

sees my improvement. My improvement is what makes him happy, not my scores, those will come in time.

I am lucky that I got a second chance to play the sport I now love. I'm glad I realized how powerful honesty really is.

Honesty is an individual responsibility that should always be carried out with everything, not just golf. So, if you're not being as honest as you should, step back, and take a closer examination at what you're doing. Hopefully, you'll do the right thing, and change as soon as possible, as I did.

Score Point: 4

This response is clearly focused and developed with very specific details. Control of organization helps the flow of the writing. Authentic voice and tone are present. Variations in sentence structure are evident.

2-n) Student Response 14

Responsibility is, without a doubt, one of the only things people have that can make, or break our society. Responsibility is what makes you different from those of us that make irrational choices, and use poor judgement.

There are a lot of misconceptions about what influences one's acts of responsibility. I, for one, strongly believe that you, as a person, have the right and the knowledge to make your own responsible choices.

It all begins with peer pressure. Who hasn't been taunted by friends, or those older than you, to do something that you "think" is wrong? We've all been asked to try drugs. We've all been asked to take a drink of alcohol. We've all been invited to parties that have sex thrown into a mixed bag of the others I just mentioned.

Did you do it? Did you smoke a joint and get in some trouble? Did you down a couple of beers and get into an accident? Did you have unprotected sex and get someone pregnant, or get yourself pregnant? If so, you don't get much sympathy from me, I'm afraid.

Or didn't you do it? Did you wave a dismissing hand at drugs and alcohol? Did you rip up the invitation to an unsupervised and rowdy party? Good for you. Not only did you do what was right and responsible, but you proved my point for me, and I love when people do that. You made your own decision, and came out better in the long run.

Now that peer pressure is out of the way, what other things have been "blamed" for rotting our innocent minds? The entertainment industry, that's what.

First, there's music. Black Sabbath sang about misery and danger, in the 60s. In 1981, Ozzy Osbourne bit the head off of a dove at a record conference, and today Marilyn Manson is ripping the pages from the Bible. What do these things have in common? They've all been blamed for corrupting our youth.

I happen to listen to all three of the bands I mentioned. If I'm in a low mood, I talk to people. I don't know how many songs preach that message, but that's what I do. I sure don't spend my lazy Sunday afternoons gnawing on a bird's severed head, while plucking pages from a Bible.

Do you know why I don't do that? Because I look at music in the way it was made: Entertainment. It doesn't influence my actions, my beliefs, or my better judgement.

I watch a lot of movies, too. If you watch "Scream" and all of a sudden think, "Hey, I'm bored. Why don't I just go out and stab someone to death," go right ahead. It just proves that you're stupid or psychotic. Either way, you're responsible for what happens, and the consequences are heavy.

Yes, it does happen, sadly enough. But not as often as what's said. And it's not the movie's fault. We've got some disturbed folks out there people. Some severely messed up individuals. But not the fault of today's entertainment.

Entertainment is all the same. When you were kids, how many times did you see Elmer Fudd shoot Daffy Duck point-blank in the face with a shotgun? Then how many times afterward did you hear about the brutal "Elmer Fudd massacre" that left however many people dead?

Yeah, I'm pretty sure when the guy was caught, his testimony was, "I saw it on 'Looney Tunes', I swear!"

Whatever.

So to make things clear and extra crispy for you, responsibility is an act of your own choice. You do what YOU know is right, and try not to pass the buck to entertainment like movies, music, and cartoons. After all, they didn't TELL you to do it.

Score Point: 4

This focused, organized response is rich with detail. The commanding use of voice and tone compel the reader to continue. Originality and strong control of language are also consistent with the characteristics of a 4 paper.

District: MICHIGAN DEPARTMENT OF TREASURY
 School: PUBLIC SCHOOLS
 Codes: District- 99999
 Run Date: 08/08/2001

**Michigan Educational Assessment Program (MEAP)
 High School Test: Writing
 Frequency Distribution Report
 Grade 11 1st-Time Testers
 Spring 2001**

Scaled Score	Raw Score	Freq.	Scaled Score	Raw Score	Freq.	Scaled Score	Raw Score	Freq.	Scaled Score	Raw Score	Freq.
Level 4 ↓	444	0.0	169	Level 3 ↓	506	6.0	7,564	Level 2 ↓	530	7.5	4,584
	454	0.5	0		514	6.5	2,881		539	8.0	13,206
	463	1.0	352		522	7.0	8,299		550	8.5	8,102
	467	1.5	112						568	9.0	11,229
	471	2.0	592						585	9.5	5,260
	473	2.5	93						597	10.0	4,577
	476	3.0	779								
	479	3.5	184								
	482	4.0	1,695								
	485	4.5	224								
	490	5.0	3,623								
	497	5.5	1,886								

Number included in summary: 78,762

A score of 605 or above is considered Level 1, Endorsed - Exceeded Michigan Standards.

A score of 530 through 604 is considered Level 2, Endorsed - Met Michigan Standards.

A score of 500 through 529 is considered Level 3, Endorsed - At Basic Level.

A score of 499 or below is considered Level 4, Not Endorsed.

Frequency Distribution of Comments

Session 1

Frequency

Comment

24,492	1:	This response represents only an attempt to reflect or limited reflection on one's own writing; the response may retell or summarize the content of the portfolio pieces, rather than reflect upon the writing.
31,160	2:	This response presents broad or vague generalizations about writing with few, if any, relevant details and examples from the portfolio pieces.
1,110	3:	This response lacks clarity, focus, coherent organization or direction, which may cause confusion for the reader.
339	4:	This response demonstrates limited control over surface features and conventions, making the paper difficult to read.
18,405	5:	This response represents a competent response, but would need more reflection to get a higher score.
14,556	6:	This response represents a competent response, but would need more relevant examples or details from the portfolio pieces to get a higher score.
4,570	7:	This response earned the highest scorepoint of 4.
7,069	8:	This response represents a highly competent response.

Session 2

Frequency

Comment

3,518	1:	This response lacks clarity and focus on the main idea.
21,679	2:	This response needs relevant details and examples to more fully develop the ideas and content.
5,092	3:	This response lacks coherent organization or direction, which may cause confusion for the reader.
239	4:	This response demonstrates inappropriate or uneven voice and/or tone.
2,853	5:	This response demonstrates limited control over sentence structure, vocabulary and/or conventions, making the paper difficult to read.
30,393	6:	This response represents a competent response, but would need richer development of the main idea with some relevant details and examples or more control of organization to get a higher score.
28,371	7:	This response represents a competent response, but would need more control of the conventions, variation of the language or stronger voice to get a higher score.
2,101	8:	This response earned the highest scorepoint of 4.
4,667	9:	This response represents a highly competent response.